

Alexandra Park Primary School
Geography Knowledge, Skills and Progression Grid

At Alexandra Park Primary School, we provide our children with a high-quality geography education that should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

EYFS - Understanding the World

In the EYFS, we aim to inspire the children's curiosity and fascination of the wider world, people, places, communities, and cultures. The children will learn about their local Geography e.g. where they live talking about their route to school, the local shops, the park etc. Children will become familiar with the name of the road, and or village/town/city the school is located in. Through sharing a range of stories and texts, children will find out about different countries and contrasting environments, thinking about similarities and differences to where they live, using relevant, specific vocabulary to describe contrasting locations. The children will use stories and role play to create and follow their own maps e.g. creating a map for the Naughty Bus or a character from a story.

Reception Curriculum	Understanding the World	<ul style="list-style-type: none"> ● Draw information from a simple map. ● Recognise some similarities and differences between life in this country and life in other countries. ● Explore the natural world around them. ● Recognise some environments that are different to the one in which they live. 	
ELG	Understanding the World	People, Culture and Communities	<ul style="list-style-type: none"> ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
		The Natural World	<ul style="list-style-type: none"> ● Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ● Understand some important processes and changes in the natural world around them, including the seasons.

NC Strand	Locational Knowledge and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Key Vocabulary
<p>Year 1</p> <p>Geography of the School</p> <p>The Local Shops</p> <p>The Local Area</p> <p>Explore concepts: scale, space, place, interconnections, environment (physical and human processes), environmental impact, sustainability, cultural awareness and diversity.</p>	<p>Name the local town of Stockport.</p> <p>Locate the local town of Stockport on a simple map. (Where do we live in the UK?)</p>	<p>Identify basic seasonal and daily weather patterns in the UK.</p> <p>Use basic geographical vocabulary to describe physical features of the local environment which they meet in the plans e.g. vegetation, hill, river.</p> <p>Use basic geographical vocabulary to describe human features of the local environment: which they meet in the plans e.g. town, village, factory, house, retail (shop / café) park.</p>	<p>Devise simple picture maps.</p> <p>Draw a map of the school grounds. (Maybe the park).</p> <p>Use aerial photographs and simple local maps to identify school and grounds and recognise basic human and physical features in the local area: shop, river, park, roads etc.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and key physical / human features of its environment</p> <p>Fieldwork Suggestions:</p> <ol style="list-style-type: none"> 1. Use 4 compass directions (NSEW) to sketch and describe what they can see in each direction in the school grounds. 2. Go for a walk to study the local shops – record the different types on Edgeley High Street. 3. Visit the local Park – Who are the different users of the Park? How are they all provided for? <p>Use simple locational language to describe routes around the school building, using plan perspectives.</p> <p>Use simple locational language to describe and draw routes around the local area such as around the park.</p>	<p>Human features: village, farm, town city, house, park, shop,</p> <p>Physical features: river, forest, hill, mountain,</p> <p>map, plan, view, view, route, left, right, forward, backwards, compass points: North, South, East, West, Stockport</p> <p>aerial, satellite, map, key, symbols transport, local environment, vehicles, traffic flow, tally chart, atlas</p> <p>local area, surrounding environment, school, journey, travel, map, route, near, far, places, landmarks,</p>

<p>Year 2</p> <p>The United Kingdom- capital cities and countries and the surrounding seas</p> <p>Seven Continents and 5 Oceans</p> <p>A Small Area Comparison</p> <p>Explore concepts: scale, space, place, interconnections, environment (physical and human processes), environmental impact, sustainability, cultural awareness and diversity.</p>	<p>Name, locate, and identify some characteristics of the four countries of the UK.</p> <p>Name and locate the capital cities and the surrounding seas.</p> <p>Name and locate the world’s seven continents and five oceans.</p> <p>Understand geographical similarities and differences of human and physical geography of the local town and small area of a non-European country.</p>	<p>Identify the location of hot and cold areas of the world in relation to the North and South poles.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>city, town, village, factory, farm, house, harbour, retail unit, train station, road, / railway track.</p>	<p>Use 4 compass directions (NSEW) in context of the UK capital cities and simple locational language to describe features of landscapes (e.g. near and far).</p> <p>Use world maps and atlases to identify the countries of the UK and globes to identify 7 continents and 5 oceans.</p> <p>Devise a simple map of the UK including basic symbols in a key.</p> <p>Fieldwork Suggestions:</p> <ol style="list-style-type: none"> 1. Describe the location of features and routes on a map using compass directions e.g. on a museum visit. 2. Describe the key human and physical features of the local town using observation and fieldwork to compare to a small place in a non-European country. 3. Plan and undertake an investigation into the opportunities to play or watch sport in the local area. Collect information from questionnaires asked at home and collect the numbers of which sports all the class do, how far do they travel etc.? Create a simple graph such as a pictogram. <p>Use aerial photographs and simple maps to recognise landmarks and basic human and physical features of a small area of a non-European country and compare it to local town.</p>	<p>As above plus...</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season</p> <p>weather marine</p> <p>key human features</p> <p>city, town, village, factory, farm, house, office, port, harbour shop</p> <p>Capital city, country, map, globe, earth</p> <p>United Kingdom, England</p> <p>Northern Ireland, Scotland</p> <p>Wales, Cardiff, Belfast</p> <p>London, Edinburgh</p> <p>Landscape, compass direction, compass points– north, south east, west</p> <p>birds eye / aerial, atlas</p> <p>Continents- Asia, Africa, North America, South America, Antarctica, Australia, land/ Sea</p> <p>equator, continents</p> <p>Oceans: Pacific, Atlantic, Indian, Southern and Arctic Equator, North, South Island</p> <p>Isles, Great Britain</p> <p>British Isles</p> <p>Trinidad and Tobago</p> <p>Caribbean, weather words</p> <p>season, temperature, rain sunshine</p>
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<p>Year 3</p> <p>The UK - Geographical regions (human and physical characteristics) and hills, mountains and coasts of the UK. Include Ordnance survey skills.</p> <p>Changes to the landscape and use of land in the United Kingdom Understanding land use patterns and how these have changed over time.</p> <p>The importance of rivers to the earliest settlements in the U.K. and the 4 ancient civilizations of the world Studying different types of coastlines around Britain and coastal process. Include Ordnance survey skills.</p> <p>Explore concepts: scale, space, place, interconnections, environment (physical and human processes), environmental impact, sustainability, cultural awareness and diversity.</p>	<p>Name and locate the geographical regions of the UK and their identifying human and physical characteristics. Be able to name some of the key topographical features (including hills, mountains, coasts) of the UK.</p> <p>To explain how land-use patterns have changed over time (especially in relation to the earliest times).</p> <p>To understand the significance of rivers to the earliest settlements both in Britain and the first cities globally.</p> <p>Identify the position of and begin to understand the significance of lines of latitude especially in the context of the Ancient Civilisations in History.</p>	<p>Describe and understand key aspects of physical geography of the UK e.g. Mountains and understand how the type of rock can affect the type of coast.</p> <p>Describe and understand key aspects of human geography of the UK, including types of settlement and land use.</p>	<p>Begin to independently use maps, atlases, and digital/computer mapping to locate and describe features studied in the UK.</p> <p>Learn about and begin to use the 8 points of a compass (link to the regions of the UK).</p> <p>Begin to use and understand Ordnance Survey maps to build their knowledge of the United Kingdom e.g. contour lines (linked to mountains and hills in the UK) and 4 figure grid references, symbols and key.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Fieldwork Suggestions:</p> <ol style="list-style-type: none"> 1. Make a geographical survey & map different uses of rocks in the local area - science link. 2. Use an O.S. map and different historical NLS maps to study the landscape of Stockport and how it has changed over time from a high vantage point in Hollywood Park. 3. Recognise the importance of river Mersey to Stockport or Liverpool or Manchester (if they visit a museum there.) 	<p>As above plus...</p> <p>United Kingdom atlas, regions cities, inland, coast, county location</p> <p>Physical features - forest lake, mountain, coast urban, rural, barrier, cliffs, headland topographical features estuary, bay cliff, arch, stack, cave</p> <p>Human features - village, farm, town city, houses, park, shop, cities, castles, oil refinery, churches roads</p> <p>satellite image, ordnance survey geology, formations, population area, location, farmland lakes, tourism, national park coastal resort, populated, erosion, deposition, transportation, chalk, granite, sandstone, sediment tide, irrigation, trade, water supply valley, civilization, latitude, 4 figure grid reference, symbols, key, map, fieldwork, sketch map, graph, digital technology, land use, physical and human processes, formation, interconnected and change over time, 8 points of a compass</p>
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<p>Year 4</p> <p>Is Europe the same all over?</p> <p>How is the Northwest UK similar or different to the Naples Bay Region in Italy? The Water Cycle and Rivers. Include Ordnance survey skills.</p> <p>Explore concepts: scale, space, place, interconnections, environment (physical and human processes), environmental impact, sustainability, cultural awareness and diversity.</p>	<p>Locate some of the world's countries, using maps to focus on Europe (including the location of Russia). Learn about the environmental regions, key physical and human characteristics, countries, and major cities of Europe. Start to name and locate a few of the cities in the NW of UK. Name and locate the hills, mountains, and rivers of the region and the land-use patterns; and understand how some of these aspects have changed over time (from Roman times to the present day). Understand geographical similarities and differences through the study of human and physical geography of the NW region of the UK and a region in a European country (the Naples Bay/ Campania region of Italy.)</p>	<p>Describe and understand key aspects of physical geography of Europe, including climate zones, vegetation belts, rivers, mountains, volcanoes, and earthquakes. Describe and understand key aspects of human geography of Europe, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, and minerals. (N.B. what Greeks and Romans wanted as they spread empires.) Describe and understand key aspects of rivers e.g. erosion, deposition, and the water cycle in NW of UK.</p>	<p>Use maps, atlases, globes, and digital/computer mapping to locate countries of Europe and describe features studied. Use 8 points of a compass in the context of places in Europe. Use 4 figure grid references, symbols and key of Ordnance Survey maps to build their knowledge of the United Kingdom e.g. track the River Mersey on Ordnance Survey maps, from source to mouth and study map symbols used. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Fieldwork Suggestions: 1. Collect local weather data & compare to weather statistics of different areas of Europe. 2. Visit Roman Chester, sketch Roman gardens from the view from the Roman walls. Consider the importance of the River Dee in attracting the Romans to the location. 3. Conduct a river study in NW of UK (e.g. at Styal Mill) as part of their regional comparison. Continue the collection of rain data linked to the water cycle and consider if Manchester deserves its reputation as the wettest part of the UK.</p>	<p>As above plus...</p> <p>Europe, border, country</p> <p>Human Features village, farm, town city, houses, park, shop, cities, castles, oil refinery, churches roads Physical Features coast forest mountain</p> <p>tundra, ice cap, grassland, desert barrier, mountain pass, mountain range, peak mouth estuary, source capital city, inland location</p> <p>latitude, topography, climate</p> <p>Rhine, population, area, location, evaporation</p> <p>precipitation, condensation grid reference, coordinates, source</p> <p>estuary, tributary, meander confluence, settlement, city, symbol River Thames, water, feature, region diverse, North west, landscape, land use, settlement, Ordnance Survey map scale, symbols, 4 figure grid reference, physical and human processes, formation, interconnected and change over time, 8 points of a compass</p>
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<p>Year 5</p> <p>The UK - Why are counties and cities important to the United Kingdom's past and present?</p> <p>The whole of North America: Central America, Canada and USA. Then Place knowledge: Compare the region of Great Lakes/Niagara Falls with NW region especially the Lake District. Include Ordnance survey skills.</p> <p>Explore concepts: scale, space, place, interconnections, environment (physical and human processes), environmental impact, sustainability, cultural awareness and diversity.</p>	<p>On a world map, locate all the countries in North and Central America.</p> <p>Identify the main environmental regions and the key physical and human characteristics, countries, and major cities of North and Central America.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Name and locate the counties and cities of the United Kingdom (N.B. can be linked to a place name enquiry linked to the Anglo-Saxons and Vikings. Understand how cities have changed over time.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of the NW region of the UK (including the Lake District) and a region within North America (The Great Lakes and the Niagara Falls).</p>	<p>Describe and understand key aspects of physical geography of North and Central America: rivers, mountains, volcanoes, and earthquakes (plate tectonics) San Andreas Fault.</p> <p>Understand the significance and impact of climate zones, biomes, and vegetation belts on the peoples of North and Central America (including the Maya and why they abandoned their settlements).</p> <p>Describe and understand key aspects of distribution of natural resources, focussing on energy (oil and gas) of North America. The need for greater efforts to reduce climate change and move towards renewable sources of power.</p> <p>Describe and understand some key aspects of human geography, including fair trade, pollution, deforestation, and energy production (e.g. oil versus wind power) in North and Central America.</p> <p>.</p>	<p>Mainly independently, use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied of North and Central America</p> <p>Analyse statistics to gain insight into locational characteristics (e.g. tourism and natural resources) of North and Central America.</p> <p>Use the 8 points of a compass, scale, 4 figure, and 6figure grid references using OS maps in the UK to locate features in UK cities.</p> <p>Fieldwork Suggestions:</p> <ol style="list-style-type: none"> 1. Make highly annotated photographs or sketches, recording their observations in an urban area to record land use. 2. Use O.S. maps to identify features in a rural landscape in NW 3. Make an energy survey in their own homes and think of actions to reduce energy use. Take a selection of photographs with I-pads to collate into a guide of the NW region – focus on tourist opportunities to compare to tourism in the Niagara Falls region. 	<p>As above plus...</p> <p>Inland, coast, route, trade</p> <p>County, border, borough, council, Town, city, roman, place name suffix, settle, prefix, influence</p> <p>hamlet, influence, settlement, locate, major city, region</p> <p>city, river, location</p> <p>North America, Central America</p> <p>atlas, landmarks, topography</p> <p>continent, countries, States</p> <p>Islands, climate, environmental region</p> <p>Latitude, equator,</p> <p>Northern Hemisphere, Yucatan Peninsula, rainforest, extreme longitude, the Prime Greenwich Meridian and time zones, human Characteristics, physical features, topography, Caribbean Islands, ice sheet, region</p> <p>Ordnance Survey map, key, symbols, Similarities, differences, scale, geographical sources, statistics, route distance, scale, tour, attractions, contrast, tourism</p> <p>GIS - Geographical Information systems, analysis of data and statistics, global warming, latitude, longitude</p> <p>North/ South hemisphere</p> <p>Tropics of Capricorn and Cancer</p> <p>time differences, 8 points of a compass, 4 figure, and 6 figure grid references</p>
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<p>Year 6 The whole of South America</p> <p>Explore concepts: scale, space, place, interconnections, environment (physical and human processes), environmental impact, sustainability, cultural awareness and diversity.</p>	<p>On a world map, locate all the countries in South America (and revisit European countries including the location of Russia (in the context of World Wars).</p> <p>Identify the varied environmental regions of South America, key physical and human characteristics and the major cities.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Understand how the cities in the local area have changed over time, linked to the Local History unit. Check they can name the cities and counties of the UK.</p>	<p>Describe and understand key aspects of physical geography: rivers, mountains, volcanoes, and earthquakes (plate tectonics) of South America.</p> <p>Understand the significance and impact of climate zones, biomes, and vegetation belts of South America.</p> <p>Describe and understand key aspects of distribution of natural resources, focussing on energy (oil and gas) and rainforest regions.</p> <p>Describe and understand some key aspects of human geography, including fair trade, pollution, deforestation, and energy production (e.g. oil versus wind power) of South America.</p>	<p>Independently, use maps, atlases, globes, and digital/computer mapping to locate countries of South America (and European allies) and describe features studied.</p> <p>Analyse statistics to gain insight into locational characteristics (e.g. trade and natural resources) and the impact on the sustainability of environmental areas. The need for sustainable palm oil in rainforests around the world.</p> <p>Use the 8 points of a compass to locate places in South America.</p> <p>Use bearings to locate features and calculate distance using O.S. maps in the local area.</p> <p>Fieldwork Suggestions:</p> <ol style="list-style-type: none"> 1. Visit a Victorian area of Greater Manchester – use NLS maps from 1900 and compare them to maps of the present day. 2. Investigate ways resources, energy, and trade locally. Are they used or conducted in a sustainable way? Are there conflicts arising from the different users? How could the local area be eco-friendlier or sustainable in terms of production, use, waste and recycling? 3. Proficiently use all aspects of O.S. maps during fieldwork exercises. 	<p>As above plus...</p> <p>Topographical, South America Atlas, regions, cities, capital city Inland, coast, country, location, Tundra, desert, grassland, forest mountain, biome, equator Capricorn, climate, mountain, cape, compass points digital mapping Geographical Information Systems (GIS), Rio, Brazil, population, area human features physical features location, earthquake, fault line natural disaster, Instability urbanisations, maps, atlases, globes, trade, fair trade, natural resources, sustainability, palm oil, 8 points of a compass, plate tectonics, vegetation belts, natural resources, pollution, deforestation, energy production, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>
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